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Cyesis Program, Oakland Interagency Project, Oakland, California

During the school year 1964-1965 approximately 300 school age girls will come to the attention of the schools because of pregnancy. In the past, about 60% of such girls have received either individual home instruction or have been assigned to receive group instruction at one of the two Cyesis Centers. A case selection committee reviews and assigns girls to the centers if they qualify. Reasons for rejection include the refusal of a parent to grant permission or poor motivation. The program at the two recreation centers is in operation five days a week. The girls receive four hours of academic instruction each school day and an additional six hours per week of health education, counseling and recreation activities.

Written procedures, a schedule of classes, and a list of forms developed for reporting and data-collecting purposes are included. Group counseling for mothers has been provided by the Y.W.C.A. Research and evaluation of the Cyesis program fall into three categories: 1) general descriptive statistics about all school-age pregnant girls including school records and the number who return to school; 2) detailed descriptive techniques about those who attend the center including family characteristics, attitudes, and dating habits; and 3) comparisons between girls attending the center and a control group receiving home instruction. Post program adjustment and performance at school will be studied. The effects on mental and physical health will also be studied. Procedures are proposed which are intended to facilitate program administration. Each participating agency will have specific areas of responsibility.

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OAKLAND PUBLIC SCHOOLS
Special Urban Educational Services

CYESIS PROGRAM

A. INTRODUCTION

During the school year 1964-65 approximately three hundred schoolage girls will come to the attention of the Oakland Public Schools because of pregnancy (283 cases have been reported as of May 12, 1965). The number of reported cases indicates no significant increase or decrease over the past three years. About 60% of reported cases during 1964-65 school year have received either individual home instruction or have been assigned to receive group instruction at one of the two cyesis centers. This compares to about 25% who received an instructional program in previous years. Prior to the program at the center home instruction was primarily available for pregnant girls in the twelfth grade. An instructional program has also been provided by the Oakland School District for girls in residence at Booth Memorial Hospital (Salvation Army). Besides the center program a home instruction program became available this school year for a limited number of girls below the twelfth grade. The grant from the Rosenberg Foundation plus an increase budget allocation by the Oakland Unified School District and funds provided by the Ford Foundation for research purposes has afforded community agencies the opportunity to bring to bear in a coordinated way their unique resources to solve a common human problem. This report is intended as a descriptive account of the Interagency Cyesis Program. Research data is being collected but the number of girls concerning whom data is available is not significant at this time. At the conclusion of the two-year study a detailed and comprehensive research study will be compiled.

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B. ADVISORY COMMITTEE

An advisory committee consisting of representatives from the community agencies involved in the project has met regularly at first weekly and at the present time monthly to help formulate the details of the cyesis program at each of the centers. As outlined in the proposal to the Rosenberg Foundation each of the agencies also has a specific area of responsibility in the program. The following agencies comprise the advisory committee: Oakland Unified School District, Oakland City Recreation Department, Oakland Y.W.C.A., Alameda County Health Department, Alameda County Probation Department, Alameda County Welfare Department and the California Youth Authority.

C. CASE SELECTION COMMITTEE

This committee meets twice a month to review and act on the disposition of all cases of pregnancy which come to the attention of the Oakland Public Schools. A decision is reached on each case as to appropriateness for home instruction, or the center program. Each center now has an enrollment of twenty-three students. This represents an increase from an enrollment of twenty last September which is the enrollment figure set by the State Department of Education. The number of pregnant girls served by either the center program or by home instruction is restricted by the maximum enrollment figure of twenty-three at each center and by amount of funds available for home instruction. In reviewing the cases the committee also indicates reasons for rejection. These reasons include refusal of parent or guardian to grant permission, and poor motivation on the part of the student as determined by the girl's vice principal, counselor and school nurse.

D. PROGRAM

The Oakland City Recreation Department provides facilities at two Recreation Centers where the program is in operation five days per week. One center is located in East Oakland at the Arroyo Viejo Recreation Center and the other is located in North-West Oakland at the deFremery Recreation Center.

The number of hours each girl participates in the program has been significantly increased from that outlined in the proposal. Each girl receives four hours of academic instruction in a group each school day of the week and an additional six hours per week of health education, counseling and recreation activities. An additional hour per week is scheduled for staff conferences at each center.

The present program of twenty-six hours per week compares to the six hours allocated in the pilot program during the Spring Semester, 1964 and two hours per week for each student receiving home instruction.

To enable each student to continue her school program without interruption including required and certain elective courses the Oakland Unified School District has assigned three teachers to each center. This compares to the one teacher involved in the pilot program and one teacher assigned to students on home instruction.

Attached are written procedures together with a schedule of classes and a list of forms developed for reporting and data collection purposes. The procedures outlines the processing of case referrals and indicates areas of responsibility for each agency involved in the program. Not otherwise noted is that group counseling for mothers of girls attending each center has been provided by the Oakland Y.W.C.A. The school nurse has assumed the entire responsibility for group health counseling at each center. This function was previously shared with the Public Health Department nurse. Additional time has been provided to enable the school nurse to make necessary home calls and to check on attendance.

Each agency participating in the center program is responsible for developing a curriculum plan for each girl attending the center.

E. RESEARCH AND EVALUATION

When the program first started it was the aim of research to establish three groups for study. These groups would include a special project experimental group, a control group receiving home instruction, and a control group receiving no instructional program. However, difficulties in being able to effect proper matching may preclude such a plan and revisions may be indicated. Attached is the tentative plan for evaluation of the program.

The research and evaluation for the cyesis program falls mainly into three categories:

1. General descriptive statistics about the total population of pregnant schoolage pregnant girls who come to the attention of Oakland's school authorities. Statistics include total number of pregnant girls; distribution by age, grade, school, and grade point average; distributions of scores on achievement and standarized tests which predict school success; the number of girls who return to school and the number who remain in school.
2. Detailed descriptive statistics about the girls who attend the centers. These include distributions along the dimensions mentioned above. In addition, descriptive statistics with a wide array of variables is being collected: the number of adults and siblings living at home, marital status of parents, level of education completed by parents, occupations of adults in the house, length of residence in Oakland, number of rooms in the home, and the amount and type of family contact with community

2. continued

agencies. Other data is also being collected such as: pre-pregnancy dating habits; attitudes toward pre-marital sexual contacts; the amount and kind of sex education the girls received prior to pregnancy; marriage attitudes; attitudes toward their pregnancies, their babies, their parents and feelings with respect to the program at the centers. The frequency and type of medical contact during pregnancy is also being followed, and any medical complications noted.

3. Comparisons will be made between girls attending center program and a group of control matches drawn from those pregnant girls placed on home instruction. Attention will be directed toward the percentages of returns to school, and differences if any in the type of adjustment upon return to school between the experimental and control groups. Whenever possible comparisons will be made between pre-program and post-program adjusment and performance at school for both center and control cases.

As noted earlier a total of 283 cases of pregnant girls from twenty-three junior and senior high schools have come to the attention of the Case Selection Committee since the program was started in September 1964. The initial disposition of these cases by the committee appears in Table 1.

Table 1. Initial Status of Known Cyesis Cases, Oakland Public Schools
1964-65 School Year - as of 5/12/65

Initial Status	GRADE LEVEL									
	6	7	8	9	10	11	12	Unknown	Total	%
Center Program	0	0	3	5	22	27	11	0	68	24
Home Instruction	2	0	3	7	7	15	67	0	101	36
Not in Program (Not selected by Committee, does not wish service, moved out of district, etc.)	0	0	3	12	49	38	11	1	114	40
TOTALS	2	0	9	24	78	80	89	1	283	100

Information is now available for 32 girls who were assigned to the centers and no longer at the centers. When a girl leaves the center program the coordinator at the center (Y.W.C.A. staff member) fills out a questionnaire and summary about the girl. The girl herself responds to a questionnaire requesting her reactions to the program. In addition, the school nurse completes summaries of her own contact with the girl, the contact the girls has had with medical services, and any medical complications which developed.

The general reaction of the girls to the center program has been positive. For instance, of the girls who have to date completed the reaction-to-program questionnaire, sixty-four percent rated the "school classes" at the center as "good," "very good," or "excellent," and 90% rated the group counseling as "helpful," "very helpful," or "extremely helpful."

F. STAFF RECOMMENDATIONS

The staff at each center is in the process of evaluating the program and compiling a list of recommendations which will be submitted to the advisory committee. The recommendations will be acted upon prior to the start of the fall semester 1965. Examples of staff recommendations being compiled are the following:

1. A day of orientation should be held in the fall for students selected for the program and their parents. This would provide an opportunity for staff to explain each part of the program including purposes, goals and expectations.

   The Y.W.C.A. social worker would then be able to orient and prepare the mothers of the girls for a "mothers group." This would be a time for the mothers to ask questions regarding the purpose and the goals of the group and to involve themselves from the beginning.

2. Students who enroll after the beginning of the semester should be accompanied by the parent, if at all possible, on the first day. Both should be informally received by the coordinator of the program, with explanation of policies and expectations of the program.

3. The mother's group meeting should begin as near the beginning of the semester as possible. Each member of the staff should be a part of at least one meeting, i.e., teacher, nurse, recreation worker, etc. This would provide an opportunity for the mothers to become better acquainted with the staff and the content of the program. Hopefully, this might lead to better understanding on their part of the importance of good nutrition, pre-natal care, etc.

4. The coordinator at the center should be a member of the Case Selection Committee.

5. At the time of the application either a school nurse or social worker should interview both the prospective student and her parents or guardian to determine the following: whether student is properly motivated; whether parents or guardian will encourage student to attend school; and to help applicant understand the procedures, policies and expectations of the center program.

   The staff member should then report her findings to the Case Selection Committee which may then utilize the information in making selections for the program.

6. The school hours are too long. Staff would like to see a shorter day because students become too tired to make full use of the program.

7. Staff meeting time should be increased to one and a half hours per week or to two forty-five minute staff meetings per week.

8. It would be extremely valuable to have a one or two-day institute focused on some of the problems, attitudes and cultural aspects of the low socio-economic groups before school begins next fall. It would be helpful to have outside resources come in to discuss the general questions of middle-class values and their relationship to the lower socio-economic groups, also on teaching the disadvantaged youth, remedial reading, and information on job training to be made available to students and spouses.

JJC:r

5/26/65

attachment - four

OAKLAND PUBLIC SCHOOLS
Research Department

TENTATIVE PLANS FOR EVALUATION OF INTERAGENCY PROGRAM FOR PREGNANT GIRLS

I. INTRODUCTION

A pilot program for pregnant, school-aged girls was established during the school year 1963-64. An enlarged program, similarly patterned, will be continued during the 1964-65 school year. The program will utilize the united efforts of the Oakland Public Schools, the Oakland Recreation Department, the Alameda County Health Department, and the Y.W.C.A. A detailed description of the program is given in the program proposal.

II. PROBLEM

This proposed evaluation study would endeavor to obtain answers to questions such as those outlined below:

1. How effective is the program in encouraging girls to return to school?

2. Do program attenders more readily adjust to school re-entry than non-attenders who also return to school? (Particular attention would be devoted to credits received and/or lost; grade point averages pre- and post-school interruption; status on standardized achievement and ability test pre- and post-; resumption of social, athletic, and other activities upon re-entry.

3. What effects does program attendance have on the mental health of these girls? Do they emerge perceptibly more mature or responsible than non-attenders?

4. What are the comparative frequencies and types of medical care received by attenders and non-attenders?

5. Are there any fewer health problems related pregnancy in program attenders than non-attenders?

6. Is there a difference in the number of birth problems in the attending and non-attending groups?

7. Comprehensive developmental histories would be taken to provide information to answer questions relating to:
   a. pre-conception dating habits
   b. attitudes toward conventional sexual mores, the putative fathers' responsibilities and feelings, the function of marriage, etc.
   c. the person from whom help with problem first sought
   d. the marital history of the girls' mothers (including residential history of girl when separations from mother have occurred).

8. Interviews with the pregnant girls' mothers would be conducted to elicit their attitudes toward the problem, the expected child's disposition, the perceived future of daughter, etc.

9. Professional staff members would be asked to evaluate (1) the impact of the program on the clients, (2) the program content organization, scheduling, etc., and (3) the effects of cooperative agency efforts.

10. Other questions cooperatively evolved in interagency planning sessions which are now being conducted between OPS Research Department and the appropriate staff members of the participating agencies.

III. EXPERIMENTAL AND CONTROL GROUPS

It is hoped that a sufficient number of pregnant girls will be identified and that it will be possible to establish three groups for study. These groups would include a special project experimental group, a control group receiving home instruction, and a control group receiving no instructional program. All girls would have met the same selection criteria: i.e., age, stage of pregnancy, expressed intention to return to school, willingness to attend program and provide own transportation. Placement of cases into each of the study groups would be on a random basis.

During the year's program attempts will be made to collect data on approximately sixty girls in each of the three groups. Hopefully, at least half of this number in each group would remain in the program and/or school for follow-up evaluations.

Certain information which will only be collected from those girls in the program will be considered to be representative since the goup will be randomly selected. It is assumed that certain personal information regarding attitudes and past behavior will only be available from these girls after some extended personal contacts which would be possible with only one group--the experimental group.

The total number of experimental program participants to be expected during the year is unknown. It is conceivable that the total may reach 100. Only forty girls will be able to participate at any one time since this represents the combined maximum loads of the two centers. There will be turnover, however, in the experimental and control groups due to a number of reasons including: moving away, births, ill health, decisions to quit, etc.

The interval during which the girls will participate will vary to some extent also. Attempts will be made to control the variations on these and other factors so as to keep the three comparison groups as nearly comparable as possible.

IV. COLLECTION OF DATA

Forms will be devised to be completed by the school nurse, vice-principal, counselor, or other school personnel to provide data necessary for screening and selection. Since considerable amount of the data will be obtained by the interview technique, much responsibility will rest with the Y.W.C.A. social worker. The general plan will be to collect pre- and post- data on all of the subjects of the study and certain descriptive information about the subjects in the experimental phase.

Tentative areas, or types of information, are presented below in the preliminary description of the forms to be used.

A. Referral Form: (to be completed by school nurses on all cases of student pregnancy and forwarded to central nursing office for subsequent disposition)

1. Name, Address, Age, Grade, School, Counselor, Nurse, Race, Parents in Home (including occupational level)

2. Expected Date of Confinement

3. First School Involvement: (who informed school, who at school)

4. Indication that Potential Program offerings were explained to student and parent(s)

5. Willingness of student and parent(s) to participate in
   a. Pregnant Girls School and/or
   b. Home Instruction Program

6. Present plans of girl in regard to future school attendance.

B. School History (Background) Form: (to be completed by school nurse on all students selected for the experimental or control groups)

1. Synopsis of Previous Record of Contacts with School and/or Community Special Services--Health Department, Welfare, Probation, Youth Authority, Police, OPS Department of Individual Guidance, etc.

* 2. Test Information--converted scores on STEP (Sequential Test of Educational Progress) and SCAT (School and College Ability Test).

3. Longitudinal Record of Previous School Attendance--regularity, number and location of previous schools.

* 4. Grade Record--GPA (academic and citizenship) for at least two or three previous report periods or semesters.

* 5. Club and Activity Record or History--memberships and participation in organizations such as athletic teams, school clubs, extra-curricular activities of all types.

* 6. Sociability Rating--specified dimensions such as number of friends, frequency of contacts, involvement in main stream of school life, etc.

* 7. Self-care or Grooming Rating--dimensions of neatness, consistency of care, conventionality, etc.

C. Form(s) for Recording Developmental History Information and Pertinent Attitudes: (to be the responsibility of Y.W.C.A. Social Worker in most part. Certain information in these areas would probably be revealed in group discussions as was the case in the pilot program. Other information would have to come from tactful interviews with girls and parents)

1. Dating--habits and attitudes toward prior to conception, feelings on subject now.

2. Male Role--how girls view fault (female vs. male), projected attitude of father, girls' views of what course of action father should take.

3. To Whom Did Girl First Go for Help? Why?

4. Sexual Mores--preconception attitudes toward extra-marital relations now; information regarding frequency of contacts, numbers of partners, etc.; view of own behavior in comparison to peer group; in comparison to adult sexual behavior patterns; feelings of guilt--impact on future life.

5. Extent and Origin of Sex Education

6. Marriage--views on reason for marriage, advantages and disadvantages, estimate of how feeling regarding marriage may have changed since conception, plans for future regarding marriage.

7. Parent(s)' Marriage History--intactness and composition of family; history of separations, divorces, and other disturbances; girl's estimate of parents' relationship past and present; girl's residential history when not always with mother.

*Parallel questions would be asked on a School History Follow-up Form. This would also include information about locations of return school, identity of key personnel related to girls program, list of courses being taken, courses for which credit given, courses required to be repeated, etc.

8. Girl's View of Parents' Relationship to Her--are parents benevolent authorities, punititve authorities, disinterested, peer-like; what is proper role of parent; who is to blame in pregnancy--girl or parents; parent reaction to pregnancy; parents' and girl's desires for infant disposition.

9. Girl's Estimate of Impact of Illegitimacy on Infant's Life

D. Health Records: (These to be completed by school nurse and/or public health nurse as determined in future organizational meetings. Some information routinely collected by Alameda County Health Department will be transferred to appropriate study forms; some information will be requested from the supervising physician.)

1. Record of Nursing Visits (Public Health and School)

2. Record of Contacts with Physicians (County Health and/or private)

3. Record of Complications in Pregnancy--weight problems, toxemias, urinary tract infections, hypertension, miscarriages, etc.

4. Record of Problems Related to Birth--numbers of live births, anoxias, other birth traumas and defects as specified by health department.

5. Record of Post Natal Care of Mother and Child--would probably be done at six weeks and be based on sheer frequency or incidence of such visits.

E. Staff Evaluation Questionnaire: (Would be asked to evaluate program, impact on client, and organizational implications. Specific questions and open-ended questions would be included.)

F. Questionnaire Reactions of Girls and Parents (two separate forms): (Reactions to program as whole; to particular facets; recommendations for improvements or additions or deletions; open-ended questions and five-point ratings would be used.)

AWB:vn
9/8/64

OAKLAND PUBLIC SCHOOLS
INTERAGENCY PROJECT

ARROYO VIEJO CENTER

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8:30 - 12:30	School Subjects	School Subjects (8:30 - 12:30)	8:30 - 10:30 Y.W.C.A. Social Worker School Nurse (2nd & 4th) Public Health Personnel (1st & 3rd) 10:30 - 3:30 School Subjects	School Subjects (8:30 - 12:30)	School Subjects (8:30 - 12:30)
12:30 - 1:00	Lunch	Dismissal	Lunch	Dismissal	Lunch
1:30 - 3:00	Y.W.C.A. Social Worker School Nurse		School Subjects		Oakland Recreation Department Program

SCHOOL SCHEDULE
Pregnant Girls Program - deFremery Recreation Center

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8:30	8:30	8:30	8:30	8:30
ACADEMIC INSTRUCTION	ACADEMIC INSTRUCTION	ACADEMIC INSTRUCTION	ACADEMIC INSTRUCTION	ACADEMIC INSTRUCTION
12:30	12:30	12:30	12:30	12:30
	STAFF MEETING		Lunch	Lunch
	1:30		1:00	1:00
	GROUP COUNSELING		GROUP COUNSELING	Recreation Department
	School Nurse Public Health Nutritionist (1st and 3rd) Tuesdays		School Nurse	
	3:30		3:00	3:00

2/1/65

Revised Schedule for Spring Semester 1965

OAKLAND PUBLIC SCHOOLS
INTERAGENCY PROJECT

PROPOSED PROCEDURES FOR INTERAGENCY SCHOOLAGE CYESIS PROGRAM

The following procedures are intended to facilitate the administration of the program for schoolage pregnant girls.

A. Referral

The office of the Supervisor of Nursing Services, Oakland Public Schools, shall serve as the referral and information center for the Interagency Cyesis Program. All necessary referral forms may be obtained from that office.

A central case identification and location file will be maintained in the office of the Supervisor of Nursing Services. That office should be notified of any changes in the student's status, i.e., change of address, failure to attend regularly, etc.

B. Referral Procedures

Referrals of girls to be considered for the cyesis program may be made either by individual schools or by other community agencies.

1. School Referrals:

The necessary referral forms should be processed by the principal of the school or the girl's vice-principal through the school nurse. The completed form should be submitted to the office of the Supervisor of Nursing Services.

2. Agency Referrals:

Community agencies after clearing with the girl and her family may refer either to the girl's vice-principal, the school nurse, or directly to the office of the Supervisor of Nursing Services, Oakland Public Schools. If the referral is made through the school the girl attends or normally would attend, then it shall be the responsibility of the school staff to complete and submit the necessary referral forms through the school nurse.

If the referral is made through the office of the Supervisor of Nursing services it then shall be the responsibility of that office to notify the

appropriate school so that the necessary referral forms may be initiated and completed and forwarded to the office of the Supervisor of Nursing Services.

C. Case Selection Committee

It shall be the responsibility of the Case Selection Committee to review each application, select the girls who will be processed into the program, and assign students to the centers.

1. The following staff personnel from the Oakland Public Schools shall be members of the Case Selection Committee: Director of Nursing Services who will also serve as chairman of the Committee; Assistant Superintendent in charge of Special Services; Director of Special Education; designated personnel from the Research Department; one high school girl's vice-principal, one junior high school girl's vice-principal designated by the Assistant Superintendent in charge of Secondary Education; and representation from the office of the Interagency School staff.

2. The Case Selection Committee will meet upon call by the chairman of the committee.

3. Following the disposition of each application the Director of Special Education shall notify each girl and her family in writing as to the decision of the Case Selection Committee. A copy of this notification letter shall be sent to the school and other appropriate community agencies.

D. Selection Criteria

The Case Selection Committee shall be guided by the following criteria in the selection of girls into the program:

1. Girls who are willing to participate in all aspects of the program and be regular in attendance.

2. Girls whose prognosis for return to school is good and who have some motivation to return to school.

3. Prior to selection, all necessary forms must be completed and properly signed by designated school personnel, parent or guardian and appropriate medical authority.

4. Girls in grades eight through eleven and selected twelfth graders who have an opportunity to return to regular school prior to the end of the school year in June may be considered for the program.

E. Records and Reports

The attached schedule lists the forms and staff responsibility for completion of forms which will be required to be submitted during various phases of the program from time of a student's initial referral to termination in the program and return of the student to regular school.

A folder on each student will be maintained by the Department of Special Education, Oakland Public Schools. A similar record will be maintained by the program coordinator at the centers. The folder on each student will include all completed forms listed on the attached schedule and the cumulative record which will be obtained from the girl's regular school of attendance by the head teacher at each center. In addition each staff member assigned to the program will record observations, and impressions pertinent to each student at least monthly.

The program coordinator at each center will periodically review each folder, and will insure that each folder is kept up to date with all pertinent forms and data completed and entered by the appropriate staff members.

The research assistant assigned to this program will assist the program coordinator at each center in order to facilitate the completion of required forms and the gathering of necessary data.

G. Program

This two-year program will serve eligible schoolage pregnant girls who will meet as a group at two recreation centers, five days per week for a total of twenty-six hours. One center is located at the Arroyo Viejo Recreation facility;

the other is located at the deFremery Recreation facility. Each center will house not more than twenty girls at any one time.

Each girl will receive twenty hours of tool subject instruction per week in a group and six hours of health education, recreational activities and counseling. Attachment #2 indicates the schedule of classes at each center.

Transportation will be the responsibility of the girl or her family. Program coordination at each center will be the responsibility of the social worker (Y.W.C.A. staff member) assigned. .The program coordinator will chair and will call regularly scheduled staff meetings.

1. Staff:

Staff members will be responsible for the on going day-to-day program. The staff at each center will consist of the program coordinator (Y.W.C.A. social worker), teachers assigned by the Oakland Public Schools under the supervision of the head home instruction teacher from the Department of Special Education, school nurse, recreational staff worker, and personnel from the Alameda County Health Department.

2. Participating Agencies

(a) The Y.W.C.A. will provide:

(1) program coordination

(2) group counseling

(3) referral to appropriate community agencies for individual casework services.

(b) The Recreation Department will provide:

(1) facilities at the Arroyo Viejo and deFremery Recreation Centers.

(2) professional staff members to be responsible for group recreational activities.

(c) The Oakland Public Schools will provide:

(1) certified teachers twenty-three hours per week (twenty hours for academic instruction, three hours for staff conferences and liaison work).

a. coordinate the pupil's academic work with the regular school program

b. maintain records

c. make recommendations to the school concerned regarding credits earned (the teacher will have access to cumulative records)

d. send normal progress reports to the office of Special Education when students are ready to return to regular school.

(2) school nurse to:

a. interpret program to parents and students and act as a central source for screening girls entering the program.

b. insure that all students are under regular medical and nursing supervision (nursing services will be provided either by the Oakland Public Schools, Division of Nurses or by the Alameda County Health Department)

c. provide group health instruction at each center for girls enrolled in the program.

d. counsel with students and parents on individual health program

e. clear with appropriate medical sources for return to regular school and refer to project teacher for disposition

f. on days assigned to the center will determine reasons for absenteesim

(d) The Alameda County Health Department will provide:

(1) health and nutrition education on individual and group basis

(2) prenatal and postnatal supervision for girls referred and for all girls receiving medical care at Highland Hospital.

(e) The Welfare Department will provide casework services for those girls eligible for or receiving welfare assistance.

(f) The Probation Department will provide casework services to those girls who are under the jurisdiction of the Juvenile Court on probation.

(g) The Calisornia Youth Authority will provide casework services to those girls who are under parole supervision.

(h) Girls on either probation or parole and also in receipt of welfare assistance will receive cooperative casework services from the concerned agencies.

H. Administration

The control of the project will be under the administration of the Interagency School Project in cooperation with the Director of Special Education,

Oakland Unified School District.

I. Return to Regular School

1. Clearance for return to school must be given by the family physician or clinic.

2. A progress report will be sent to the office of Special Education by the teacher at the center.

3. A copy of the progress report is sent to the school concerned and/or the Director of Guidance for special placement.

4. Each girl will remain in the program until cleared for return to regular school.

5. Prior to return to regular school each student will be staffed by the center personnel. Recommendation of the staff will be forwarded to the admissions committee by the coordinator of the center. It will be the coordinator's responsibility to submit a completed Disposition Form to the Oakland Schools Interagency Project office, T-5, 1025 Second Avenue.

6. If for some reason it may become necessary to recommend exemption from the program the procedure as in #5 above will be followed.

7. Return to regular school shall be determined as follows:

(a) to coincide with the beginning of the grading period

(b) when there is fifty per cent or more of the grading period remaining

(c) not later than the tenth of January in the Fall semester and not later than the twentieth of May in the Spring semester

(d) whenever the above conditions cannot be met the student will remain in the special program at the center

(e) Oakland Public Schools Guidance Department services in cases where routine return to school is questioned or other school placement is indicated.

J. Steering Committee

A Steering Committee will be formed to serve as an advisory body for the program. The Steering Committee will be composed of representatives from each community agency involved and may include several professional persons to serve as consultants.

K. Research and Evaluation

Research and evaluation of the program shall be the responsibility of the

Oakland Public Schools Research Department. A part-time research assistant will conduct the necessary research for this project. He will develop the necessary schedule and forms in order to insure the gathering of adequate data and will assist in the selection of the experimental and control groups.

JJC:d

11/20/64

ATTACHMENT #1

APPROXIMATE PERIOD OF CASE		SELECTED ASPECTS OF CASE PROCESSING	CASES TO WHOM APPLICABLE	STAFF RESPONSIBLE FOR PROCESSING
I. PRE-SELECTION	1	IDENTIFICATION-FOLLOW-UP (FORM)	1. ALL PREGNANT GIRLS	1. SCHOOL NURSE (V.P., COUNS.) AT SCHOOL SITE.
	2.	SCHOOL RECOMMENDATION (FORM)	2. ALL PREGNANT GIRLS	2. PRINCIPAL AND/OR VICE-PRINCIPAL
	3.	PARENT APPLICATION (INCL. PHYSICIANS DIAGNOSIS)	3. ALL RECOMMENDED BY SCHOOL	3. NURSE (VICE-PRINCIPAL)
II. SELECTION (CASE REVIEWS)	4.	CASE ASSIGNMENT (OF STUDY CASES)	4. ALL CASES MEETING CRITERIA , 2, 3, (STUDY CASES)	4. DIRECTOR SPECIAL ED. DIRECTOR NURSING RESEARCH DEPARTMENT
III. PROGRAM PERIOD (PRE- & EARLY POST-NATAL)	5.	SCHOOL HISTORY (FORM)	5. ALL STUDY CASES	5. COUNSELOR (VICE-PRINCIPAL)
	6.	DEVELOPMENTAL & ATTITUDINAL INFO. (FORM)	6. EXPERIMENTAL GROUP ONLY	6. Y.W.C.A. SOCIAL WORKER
	7.	HEALTH RECORD (ALSO SEE #10)	7. ALL STUDY CASES	7. SCHOOL NURSE (ACHD NURSE)
	8.	INSTRUCTOR-MADE TEST OF PROGRAM CONTENT	8. EXPERIMENTAL GROUP ONLY	8. RESPECTIVE INSTRUCTORS
	9.	STUDENT QUESTIONNAIRE (EVAL. OF PROGRESS & IMPACT ON SELF)	9. EXPERIMENTAL GROUP ONLY	9. Y.W.C.A. SOCIAL WORKER
IV. POST-NATAL (8 - 10 WEEKS)	10.	HEALTH RECORD FINISHED (INCL. FOLLOW-UP)	10. ALL STUDY CASES	10. NURSES (Y.W.C.A.)
	11.	PARENT INFORMATION FROM COMPLETED PARENT REACTION QUEST. ADMINISTERED	11. EXPERIMENTAL GROUP	11. Y. W. C. A.
V. POST-NATAL (AFTER LEAVING PROGRAM)	12.	EARLY SCHOOL FOLLOW-UP	12. ALL CASES IN No. 1	12. VICE-PRINCIPAL COUNSELOR
VI. POST-NATAL (AFTER ONE SEMESTER)	13.	STUDENT SELF RATING OF ADJUSTMENT, ETC.	13. ALL STUDY CASES	13. COUNSELOR VICE-PRINCIPAL
	14.	RATINGS ON ACTIVITIES SOCIABILITY, GRADES, ETC.	14. ALL STUDY CASES	14. COUNSELOR VICE-PRINCIPAL
POST-PROGRAM	15.	STAFF REACTION A. PROGRAM B. ORGANIZATION C. IMPACT	15. N/A	15. ALL PROGRAM STAFF AND SAMPLE OF SCHOOL SITE COOPERATING STAFF
		ANALYSIS AND REPORTING		

OAKLAND PUBLIC SCHOOLS
INTERAGENCY PROJECT
deFremery Center

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8:30 - 12:30	School Subjects	8:30 - 10:30 Y. W. C. A. Public Health Personnel (1st & 3rd) School Nurse (2nd & 4th)	School Subjects (8:30 - 12:30)	8:30 - 10:30 Y.W.C.A. Social Worker School Nurse 10:30 - 3:00 School Subjects	School Subjects (8:30 - 12:30)
12:30 - 1:00	Lunch	Lunch	Dismissal	Lunch	Dismissal
1:30 - 3:00	Oakland Recreation Center	10:30 - 3:00 School Subjects 3:00 - 4:00 Staff Meeting		School Subjects	

JJC:d

OAKLAND PUBLIC SCHOOLS
INTERAGENCY PROJECT

ARROYO VIEJO CENTER

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8:30 - 12:30	School Subjects	School Subjects (8:30 - 12:30)	8:30 - 10:30 Y.W.C.A. Social Worker School Nurse (2nd & 4th) Public Health Personnel (1st & 3rd) 10:30 - 3:30 School Subjects	School Subjects (8:30 - 12:30)	School Subjects (8:30 - 12:30)
12:30 - 1:00	Lunch	Dismissal	Lunch	Dismissal	Lunch
1:00 - 3:00	Y.W.C.A. Social Worker School Nurse		School Subjects		Oakland Recreation Department Program

JJC:d